SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS

Hawaii Content and Performance Standards: Biological Science – Grades 9 – 12

Lesson	Benchmark	Descriptor
1, 2, 3	SC.BS.1.1	Describe how a testable hypothesis may need to be revised to guide a scientific investigation.
1, 3	SC.BS.1.2	Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data.
1, 2, 3, 4	SC.BS.1.3	Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data.
1, 2, 4	SC.BS.1.4	Determine the connection(s) among hypotheses, scientific evidence, and conclusions.
1, 2, 3, 4	SC.BS.1.5	Communicate the components of a scientific investigation, using appropriate techniques.
1, 2, 3, 4	SC.BS.1.7	Revise, as needed, conclusions and explanations based on new evidence.
2, 3, 4, 5	SC.BS.2.1	Explain how scientific advancements and emerging technology have influenced society.
5	SC.BS.2.2	Compare the risks and benefits of potential solutions to technological issues.
1, 2, 3	SC.BS.4.4	Describe how homeostatic balance occurs in cells and organisms.

Hawaii Content and Performance Standards: Mathematics – Pre-Algebra and Algebra

Lesson	Benchmark	Descriptor
1, 2, 3	MA.PA.9.1	Represent a variety of patterns (including recursive patterns) with tables, graphs (including graphing technology when available), words, and when possible, symbolic rules.
1, 2, 3	MA.PA.10.3	Use tables and graphs to represent and compare linear relationships.
3	MA.PA.11.1	Design a study that compares two samples, collect data, and select the appropriate representation (double bar graph, back-to-back stem and leaf plot, parallel box and whisker plots, scatter plot) to compare the sets of data.
1, 2, 3	MA.PA.11.2	Judge the validity of data based on the data collection method.
1, 2, 3	MA.PA.14.1	Judge the validity of conjectures that are based on experiments or simulations.

Hawaii Content and Performance Standards: Language Arts – Grades 9 & 10

Lesson	Benchmark	Descriptor
1, 2, 3, 4	LA.9.1.1 LA.10.1.1	Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.
All lessons	LA.10.1.2	Independently use a variety of strategies to gain information from print and online resources, both primary and secondary, as part of a research plan to support a thesis.
All lessons	LA.9.2.2	Analyze questions not answered by a selected text.
All lessons	LA.9.4.1	Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:

	LA.10.4.1	• narratives or scripts with a theme and details that contribute to a mood or tone • literary, persuasive, and personal essays • research papers that state and support a thesis • functional writing including forms, applications, and questionnaires • pieces to reflect on learning and to solve problems
All lessons	LA.10.4.2	Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English.
All lessons	LA.9.4.4	Use a variety of strategies and resources to spell grade-appropriate words.
All lessons	LA.9.5.1	Use accurate and useful research information in writing.
All lessons	LA.9.5.3 LA.10.5.3	Use a variety of sentence structures (e.g., parallel phrasing, subordination) and grade-appropriate vocabulary to achieve efficiency, indicate emphasis, and clarify meaning.
All lessons	LA.9.5.4	Use a voice and tone appropriate for the topic, purpose, and audience.
All lessons	LA.9.6.1 LA.10.6.1	Organize and participate in a small group to accomplish a task or explore a topic. (9) Participate in a small group (e.g., plan sessions, decide on procedures, plan sessions, assign responsibilities, evaluate results). (10)
4, 5	LA.9.6.2 LA.10.6.2	Give a planned oral presentation: highlighting a main idea(s) with support (e.g., statistics, anecdotes, examples) (9); adopting a position or explaining a point of view (10).
All lessons	LA.9.6.5 LA.10.6.7	Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation.
All lessons	LA.10.7.1	Incorporate information from a range of print and online sources.
**Hawaii Content and Performance Standards: Health – Grades 9 – 12**	
Lesson	**Benchmark**	**Descriptor**
2, 3, 5	HE.9-12.1.3	Identify personal health behaviors and other factors that impact body system functions.
5	HE.9-12.1.4	Explain the purpose of public health policies and government regulations in health.
3, 4, 5	HE.9-12.2.1	Compare health information provided from home, school, and community resources.
5	HE.9-12.3.3	Evaluate personal behaviors within the risk areas (e.g., tobacco use, alcohol and drug use, nutrition, fitness, personal safety, sexual activity).
1, 2, 3, 4	HE.9-12.4.1	Evaluate the interrelationship of internal and external factors that influence health behaviors.
4	HE.9-12.6.1	Explain decision-making strategies used to make health-related decisions.
4, 5	HE.9-12.6.2	Evaluate health decisions that have immediate and long-term consequences on the individual, family, and community.
4, 5	HE.9-12.7.3	Evaluate the effectiveness of strategies in communicating health information.
4, 5	HE.9-12.7.4	Explain how health messages can be translated to particular audiences.